

***GATHERING FEEDBACK/THOUGHTS**

Did we miss anything? **No**

Did we misrepresent anything? **No**

Do you want to add anything?

1. Science
2. Tier 3 RtII
3. How does a student move from: Tier 1>Tier 2>Tier 3? What is involved?
4. What is curriculum like for schools exceeding our performance levels?
5. Assessment – how can we justify the scores on report card?
6. Need clear scope and sequence with targets (Benchmarks) to help us with reporting
7. Evaluations also causing stress
8. Concern about report card – what are benchmarks leading up to end of year standard?
9. Are we covering all of the standards?
10. Leveling students – How are students moving up so quickly?
11. Need more time to do running records.
 - a. First grade 5-8 minutes per student
12. Not ready to hand our report card based on standards
13. RtII – who gets “pulled” from Tier 2?
14. What specific standards are not being addressed?
 - a. Read on-level text orally (fluency)
 - i. Are we targeting on grade level work enough?
 - ii. students not doing it enough on their own – hard to assess some standards
 - iii. Do we have enough evidence?
 - b. We haven’t made the standard “Our Own”
 - c. Common vocab per grade level
 - d. Many bulleted sub-standards, hard to give one grade
15. Should everyone have same understanding of AS/MS/ES?
16. Same assessments?
17. K – “With prompting and support”, How much is too much?
18. How many times does a student need to demonstrate a skill before “MS” is determined?
19. Where does grammar fit in?
20. How do we keep parents notified? (If work is not going home)
21. Should we be using the same format? (Stay on same page across grade level)
22. Nothing currently on Sapphire
23. Hard to hit every standard if assessment is conducted only when conferring & RR?
 - a. Can we give an assessment (paper/pencil)?
 - b. Not enough time to meet with students
24. Are assessments subjective and open to interpretation?
25. Can we stay with same report card as last year?
26. Can we develop an assessment and apply it to last year’s report card?
27. Goal to work on SBRC?
28. Interactive read aloud assessment
29. Exit Ticket – focused on one or two standards
30. Checklist – Who met what standard?
 - a. Can see who met, who did not?
 - b. Good Visual

31. IEP Goals – short term measurable (benchmarks) objectives
 - a. Could tie in with regular education
32. Inconsistencies – Don't think that every teacher should have to "do your own thing"
33. Kindergarten students not ready for Reading Workshop & Writer's Workshop
 - a. Wait for 2-3 months?
34. Should Standard Based reporting come after Standard Based instruction?
35. Should we adopt a "program" like Treasures – Common Core aligned?
36. How do we give a letter grade in writing? Checklist
37. Should have assessments in place before moving on. (RW)
38. All students held to rigorous standards (including K)
39. Appreciate that WW & RW are differentiated
40. Need Report Card decision today
41. Can't give letter grade
42. Not ready to use Standard Based Report Card
43. Nesbit/Harvey – working on K-2
 - a. Very helpful
44. Grades 3-5?
 - a. Visits to other classrooms
 - b. Viewing TC videos
 - c. Summer Book Club
 - d. Training opportunities were available
 - e. Summer meetings
 - f. Commitment, Belief, Leadership, Accountability, Ownership
 - g. Greater context when professional development is offered after implementation
45. Biggest resource lacking is time
46. Inundated with too many resources
47. Differences between K/2 and 3/5
48. Not ready to give up on Reading Workshop; need answers
49. Need more formal "training" by TC trained teachers
50. Like teaching Reading Workshop – not sure how to assess
51. Students with IEPs or struggles in 4th grade
52. Reps on CC to represent K/2 and 3/5
53. Not all questions were answered
54. Too much, too soon
55. Early Release Time?
56. Administration has asked for feedback
57. No one has gotten "in trouble"